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ASSIGNMENT BOOKLET 1A

ELA3105 English Language Arts 30-1
Module 1: Section 1 Assignment, Section 2 Assignment, and Section 3 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

FOR OFFICE USE ONLY

Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each section of assignments as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your section assignments or your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with your assignments or Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Put your assignments or Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach sufficient postage and seal the envelope. Assignment Booklets will travel faster if sufficient postage is used and if they are in large envelopes that do not exceed two centimetres in thickness.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

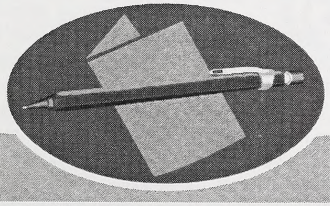
It may be possible to e-mail your completed assignments to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

English Language Arts 30-1

Module 1

Language and Communicating

Assignment Booklet 1A



Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	10	
Section 2 Assignment	10	
Section 3 Assignment	20	
	40	

Teacher's Comments

English Language Arts 30-1
Module 1: Language and Communicating
Assignment Booklet 1A
Section 1 Assignment, Section 2 Assignment, and Section 3 Assignment
Learning Technologies Branch
ISBN 0-7741-2446-6

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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ASSIGNMENT BOOKLET 1A
ENGLISH LANGUAGE ARTS 30-1: MODULE 1
SECTION 1 ASSIGNMENT, SECTION 2 ASSIGNMENT, AND SECTION 3 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 40 marks out of the total 115 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

You are encouraged to use a computer and word-processing application for many of these questions. If you use a computer, be sure that you submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page. Alternatively, you may be able to arrange with your teacher to submit your written assignments by e-mail.

Be sure to proofread your answers carefully.

10

Section 1 Assignment: Introductions

Read all parts of your assignment carefully and record your answers in the appropriate places.

Section 1 has provided you with an introduction to this English Language Arts 30-1 course. Bearing in mind what you've read in this section, anything you've noticed while previewing future modules and other materials for the course, and past experiences with language arts courses, respond to the following as you would to a Writing-Folder suggestion.

Note that this topic was previously given to you as Writing Folder Suggestion 1A. If you chose to respond to that suggestion, you can submit what you've already written if you wish—revised, edited, and polished, of course.

> How do you feel about starting this course? What are your greatest worries or fears? What specific positive actions can you take to deal with these concerns? What do you think you'll enjoy most about this course?

Assessment Criteria 10 marks

Your response will be graded according to the Writing Folder Assessment Criteria provided on page 27 in Lesson 2 of Section 1.

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

When you've finished responding to the preceding question, return to page 34 of the Module 1 Student Module Booklet and continue working where you left off.

10

Section 2 Assignment: Finding Your Voice

Read all parts of your assignment carefully and record your responses in the appropriate places.

Read the following poem carefully—and more than once—before beginning this assignment. The poem was written by a high school student.

The Screen

I think TVs really do something
to people.

I've been on a thousand flights before, when
the stewardesses get up to show
the passengers how to save
their lives
(and then the people just look out the
windows, maybe at the engines or the sky, or at their
hands)

I was on a flight once when all that
stuff was prerecorded, put down on VHS.
(The woman on the monitor was so
happy, helpful, and full of smiles)

Every eye in that cabin was glued to
the screen. They *all* watched the *whole* thing.

I think the
airlines know: The screen is magic

—Terrence Chiusano
Sachem High School
Lake Ronkonkoma, New York

[1]

Using the free-flow writing process, write whatever comes into your head about the thoughts and feelings expressed in the poem. Do this for five to seven minutes.

Suggestions:

- Connect to the poem by thinking about your own personal experiences.
- Consider the ideas being expressed in the poem.

1 Terrence Chiusano, "The Screen," *Literary Cavalcade*, May 1991, 31. Reproduced by permission.

- Explore the extent to which you agree with the speaker that "The screen is magic."
- Write about how you really feel about TV and about flying. If you strongly agree or disagree with anything in the poem, explore why.
- Don't worry about spelling or grammar at this point. You may even find that you're writing in short phrases and fragments rather than complete sentences.

Note: You'll need your work for this question when you come to do your Section 4 Assignment. If you're concerned that your teacher may not have had time to return this Assignment Booklet to you by then, you should make a copy of your work. If you're using a computer, simply save the electronic file.

Assessment Criteria 10 marks	
The response explores the writer's personal feelings about the poem and his or her connections to it.	5 marks
The response demonstrates maturity of thought and an understanding of the poem's central ideas.	5 marks

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

When you've finished responding to the preceding question, return to page 50 of the Module 1 Student Module Booklet and continue working where you left off.

20

Section 3 Assignment: The Learning Process

Read all parts of your assignment carefully and record your responses in the appropriate places.

In Lesson 3 of Section 3, you focused on metacognition, or the strategizing of the learning process. In a series of well-developed paragraphs, respond to the following questions.

4

1. By responding to questions in this section, by thinking about yourself as a learner, and if possible by completing the learning-styles inventories on the Internet, what did you discover about yourself as a learner? According to your own experiences and the work you did in this section, what learning style or styles work best for you?

(3) **2.** Which of the learning goals associated with writing that you identified for yourself in Lesson 2 do you believe to be the most important? Explain why you consider it to be the most important.

(3) **3.** Describe in detail the steps you need to take to accomplish the goal you identified in the preceding response.

(There is more room for your response on the next page.)

(10) **4.** In a short personal response, explore the importance of lifelong learning in terms of enabling individuals to be happy, productive members of society. In your response, be sure to

- explain what you conceive a "happy, productive member of society" to be
- apply your ideas to your own personal situation

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

When you've finished responding to the preceding questions, submit this Assignment Booklet for assessment. Then return to page 74 of the Module 1 Student Module Booklet and continue working where you left off.

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